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ABSTRACT

This paper discusses a variety of intervention strategies for altering unemployment and resultant unadaptive behaviors. Goal setting, counterconditioning contingency management and consultation are focused upon. The article concludes with a brief discussion of the external system of employers, and the internal system within the counselors own agency. In both cases, the counselor must be aware of changes that are necessary. In the article "The Employment Counselor and Humanistic Psychology", two points are brought out: (1) optimism is needed; (2) approaches and programs should be developed geared toward working with people in terms of where they are and what they need. Humanistic psychology needs to shed its idealism and behaviorism needs to shed its conceit so that from the two, problems may be solved which are now facing employment counselors. "A Social Engineering Approach to Employment Counseling" explains that employment counselors to be effective must concern themselves with the total personality function of their clients and must also be adept at creating and maintaining an effective counseling relationship. To do this, they must go beyond typical procedures and become actively involved in social engineering in order to meet the needs of their unique clientele. (KJ)

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A SOCIAL ENGINEERING APPROACH TO EMPLOYMENT COUNSELING

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Introduction:

Employment Counseling is basically a counseling profession and thus the usual concepts of considering the whole individual and developing an effective relationship are relevant. However, the basic position of this paper is that the goal of employment counseling and the nature of clients served through employment counseling require a social engineering or social interventionist approach to working with clients.

Goals:

The goal of employment counseling is vocational adjustment which includes but is not totally achieved through vocational placement. Since their goals is so clear cut employment counselors must, of necessity, be "more concerned with the tangible or product aspects of counseling outcome than with reconstructing the emotive or process aspects of a counselee's personality." (McGowan and Porter, 1964) While the goal of employment counseling requires a product rather than process orientation, employment counselors have learned that they cannot ignore the total personality functioning of their clients because vocational adjustment is both part of and dependent upon the total

CG 005 666

personality functioning of the individual. The old trait-factor approach of matching a man to a job is not adequate, particularly when dealing with populations like the disadvantaged where vocational adjustment is inextricably interwoven with other problems of adjustment. Employment counselors have likewise learned that much attention must be directed to the nature of the counseling relationship in order to maintain effective communication with their clients. There appears to be general agreement that a counseling relationship characterized by mutual trust, acceptance and understanding is most likely to result in the effective and open communication so necessary to the achievement of counseling goals, including the goal of vocational adjustment. Thus, employment counselors have quickly learned that vocational adjustment cannot be achieved without attention also to the development of an effective counseling relationship. Unfortunately, in many cases, the goal of vocational adjustment cannot be realized through attention to these counseling principles alone. It requires that the counselor become an advocate for his client to the larger society of which his client must become a part. The reason this is so often the case is due not only to the product oriented criterion of vocational adjustment but to the nature of clients served as well.

Clients:

Counseling programs within Employment Security agencies are today primarily concerned with that segment of society termed the disadvantaged. It is my thesis that the disadvantaged represent problems which cannot

be handled through the use of typical counseling procedures alone.

(1) The disadvantaged have expectations regarding counseling which will affect the counselor's role. Disadvantaged clients have certain felt needs leading to definite expectations in regard to what successful services will provide them. These needs may be related to money, to the need for a car, new clothes, or any of a variety of things. Rarely, if ever, does the disadvantaged client feel a need for increased self-understanding or self-awareness. Disadvantaged clients tend to focus so much on their perceived needs that all of their energies are directed toward the satisfaction of them. Any attempt by the counselor to focus on concerns not understood by the client as directly related to his needs is frequently taken as a threat to the client's goals rather than assistance in achieving them and arouses anxiety and occasionally hostility on the part of the client. Too much anxiety and/or hostility acts to disrupt the counseling relationship. Thus, no matter how convinced the counselor is that counseling should involve the total personality in order to effectively achieve the goal of vocational adjustment, he is frequently forced to provide services perceived by the client as directly related to his needs before counseling can proceed. Given this situation employment counselors must often intervene in society in such a way as to meet the client's felt needs and resultant expectations before a counseling relationship can be developed which will ultimately lead to the goal of true vocational adjustment.

(2) The disadvantaged do not represent "the norm." While the

concept of normality is at best very poorly understood, the disadvantaged represent a variant from the mainstream of American culture and in this sense do not represent the norm. Since the disadvantaged do not represent the norm of society they frequently require services beyond the competencies of their counselors to provide. Medical, educational, social and technical services are frequently required in addition to counseling before the goal of vocational adjustment can be achieved. This means that employment counselors must frequently refer their clients to other professionals in the community while at the same time maintaining responsibility for their client and a meaningful client-counselor relationship. Thus, employment counselors must become expert at community coordination and community referral. They must also become expert in community and agency communication if they are to maintain an effective counseling relationship with their client while sharing him with other professionals.

A problem of norms also exists in regard to the use of "normative data." This kind of data - tests, questionnaires, inventories, etc. - is commonly regarded as an essential part of counseling, particularly counseling aimed at vocational adjustment. Since the disadvantaged are not representative of the norms upon which such devices are based, it is difficult to determine what scores on such instruments mean in regard to disadvantaged clients. As a result employment counselors frequently turn to performance tests as more valid measures of their clients' potential. Such things as evaluative workshops, on-the-job

training and trial educational programs are frequently used to assess potential. Unfortunately, facilities for such performance measures are usually in extremely short supply. Thus, employment counselors are faced with the problem of promoting and developing facilities in their community for evaluative purposes. Such activities are essentially efforts at social engineering in the service of disadvantaged clients.

As serious as norms and normality are in regard to the problems discussed above, their major consequence to the disadvantaged client, and thus to the client's counselor, is the pervasive lack of acceptance with which persons are faced who do not fit the norm of American Society.

(3) The disadvantaged are victims of prejudice. That the disadvantaged, particularly minority group members among whom I would include the impoverished as well as racial minorities, suffer from prejudice is a well documented, and in general, well accepted fact. The disadvantaged suffer most not from the obvious prejudice of the outspoken bigot, but from the subtle prejudices of individuals of good will who, through ignorance and lack of awareness, are not conscious of their prejudice. In addition, they also suffer from a monolithic form of institutional prejudice which is very difficult to combat in an increasingly complex and rigid society.

If the employment counselor is to be effective in achieving the goal of vocational adjustment with his clients he must devote much

of his energy and skill to social intervention and social engineering to deal with the effects of prejudice. It may do little good to develop an effective counseling relationship, to attempt to foster self-acceptance, self-understanding, and positive self-regard for a client if he must exist in a society which continually demonstrates to that client he is a second rate citizen. At the practical level the major goal of employment counseling, vocational adjustment, can rarely be acheived unless subtle forms of individual prejudice and monolithic forms of institutional prejudice are removed. The employment counselor must become an advocate for his clients. He must demonstrate to individual employers and training agencies that his clients are individuals, not simply members of a highly stereotyped group. He must actively band together with his disadvantaged clients to change institutions and eliminate institutional prejudice which denies to the client the opportunity for true vocational as well as personal adjustment.

Summary:

Employment counselors to be effective must concern themselves with the total personality functioning of their clients and must also be adept at creating and maintaining an effective counseling relationship. However, in order to achieve their product oriented goal of vocational adjustment, employment counselors are required to go beyond typical counseling procedures and become actively involved in social engineering in order to meet the needs of their unique clientele.

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THE EMPLOYMENT COUNSELOR AND HUMANISTIC PSYCHOLOGY*

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As I began preparation for my comments about "Problems and Issues Confronting Employment Counselors" from the point of view of the humanistic psychologist, and set about examining the materials that were prepared in advance by Drs. Blum and Hart, I remembered an incident that I witnessed as a counselor in a principal's office a few years ago. One of my counselees was a young lady most aptly, but at best optimistically, described as educable retarded. During the previous grading period this young lady had, as usual, received a failing grade in every course in which she was enrolled. The principal and I had discussed her situation, noting that she was now in her fourth year of high school and that she was over twenty years old. During her tenure in high school the young lady had acquired only six of the thirty-two credits necessary for graduation. We decided to call her in along with her parents and discuss the situation with them to see what could be done. As you would probably expect her parents did not show up for the meeting. During the course of the interaction the principal said, "You know you have been in high school for over three years now and so far you have only earned six credits. That's an average of two credits per year. You still need twenty-six more credits to graduate. At this rate

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it will take you thirteen more years to finish school." At first the young lady did not respond; she just sat there smiling. In a moment she began to count very slowly on her fingers saying out loud, "20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31 32. My God, I'll be thirty-two years old when I graduate."

For a counselor considering the problems and issues in employment counseling from a humanistic point of view, there are two important lessons in this story. First, we need the optimism demonstrated by the young lady in the story, and second, we need to develop and implement approaches and programs geared toward working with the people that we are trying to help in terms of where they are and what they need. The so-called traditional counselor being prepared by the great majority of our training programs is well founded in Rogerian and trait-factor approaches and theory, but he is NOT where the people are with whom employment counselors work. I make this statement with no apology to the Rogerians or to the trait-factor people, but I do make it with some shame because if I were forced to classify myself and my emphasis in training counselors, I would have to aline with the client-centered approach. Also, I have been well grounded in the theory and use of the trait-factor approach and its use with high school and college students.

Visualize the following situation. Here I am sitting in my office "trying" to work with a twenty-year-old unemployed youth who has a wife and three children and was unable to complete the ninth grade. In response to his question about where and how he can find a job, I say, "Hmm" waiting for him to demonstrate his self-actualization tendencies and fill the voids in his life from within. You can also visualize him, if he has any spunk, as saying "uh uh" as he gets up and walks out of

my office muttering to himself, "Who is this ding-a-ling?" Or imagine me applying my psychometric skills with the young man and in summation saying to him, "You really aren't skilled for anything."

Mental health statistics would probably indicate there is as much overt pathology demonstrated by the clientele that frequent an employment counseling center as in the clientele of most other agencies. But putting our primary focus on the therapeutic needs of the counselee in terms of psychological malfunctioning is just about as reasonable as a Freudian analyst responding to a plea for help from a drowning man by rowing out to him in a boat and trying to eliminate his oedipal complex before he sinks. Men don't concern themselves with their processes of intellectual and psychological functioning until they have a full stomach and are free from the real and perceived dangers that they face in life.

The point is that the counselor working in any setting has to work with the clientele he is assigned in terms of who they are and what they need, not in terms of the counselor's personal and professional needs to perform a role that he has learned. In all probability it is a role that alienates him from the people he is trying to help and implicitly denies the current reality of their pressing problems.

I am discouraged when I contemplate what the humanistic or self-actualization oriented counselor has to offer counselees who represent such groups as the alienated, the unskilled, and the hard core unemployed. At least I am discouraged to the degree that counselors who received their training from this point of view frequently insist that they provide their skills and services on their terms and conclude when the counselee does not respond <u>that it is the counselee's problem</u>.

One of my graduate school professors(Swenson, 1964) completed a research project on client-centered therapy and concluded that Rogerian counselors, rather then being non-directive often appeared to be extremely authoritarian. I think that what was perceived to be "authoritarianism" in this research project might be better described as "rigidness." This is the kind of behavior that has prohibited humanistic psychology from making a more significant contribution to the day to day activities of many counselors. A rigid adherence to only one approach needs to be avoided as a solution to all problems. Too often psychology moves in ways that cause it to have the same problems as Phyllis Diller--it tends to delimit itself until the roles it can play are limited to a few unique situations.

It is imperative that we eliminate from our own behavior much of the self-imposed encapsulation, too often reinforced by the biases of our training programs, and move out of our idiosyncratic cocoons into the real world of people and problems. I see nothing humanistic about maintaining that we "have truth" and at the same time implying a kind of pity coupled with tolerance and empathic understanding for those who don't have it.

Some time ago one of my devoutly religious friends was trying to help me understand her religious point of view; at the time I was feeling a great deal of coercion on her part. After I expressed this feeling to her she replied, "But I am concerned about your soul." I replied, "I appreciate that, but are you willing to allow me to be concerned about your humanity?" By the same token those of us concerned about other peoples' humanity also need to be willing to be relevantly concerned about peoples' physical needs and their desire to maintain

their self-respect.

Practical and efficient ways of approaching the problems with which we are faced need to be developed that take into consideration the current and pressing needs of our clientele (e.g., procedures for helping individuals develop the skills required to succeed economically in our society). The historical antecedents of man's development clearly suggest to me that man has not concerned himself with "humanitarian interest", especially those concerns which seem to preoccupy the humanistic psychologist, until after his economic necessities have been met. A possible exception might be the powerful force of the church in medieval times. The movement toward increased freedom in our society suggests to me that control of man through mystical or spiritual means will not work in modern society whether it be sponsored by the churches or a psychological mysticism--on the other hand such forces contribute a great deal to the freeing of man for better things. For a hungry man, the proof is in the pudding; the pudding for the unemployed counselee is economic self-respect and autonomy from dependency-creating agencies.

It is not my intent to imply that humanistic psychology has no value or worth in the employment counseling setting. As I see it, the function of humanistic psychology adds a great deal to expanding the scope and increasing the potential of those in our society in a position to respond to what the point of view has to offer (i.e., the potential for self-actualization). But any psychological point of view must recognize that the problems with which it deals are those with which it chooses to deal and not insist that it has appropriate answers and solutions for the problems others have chosen to become concerned about.

Relative to the contribution that humanistic psychology can and

has made in the area of self-actualization, I would like to comment about the relationship of this concept to counselor training programs. The recognition that self-actualization is an important part of the development of counselors in training is something that I believe to be appropriate. But its emphasis in many training programs may well have contributed to the confusion of many beginning counselors by implying that the processes used in facilitating their growth and development are also appropriate treatment methods for their future counseling clientele, regardless of where those clientele are in their development. For me this is a similar problem to the "delusion" of many analysts from the Freudian school who believe the learning model they so skillfully mastered in their training is also the treatment of choice for all clients and all of society's ills. Appropriate discriminations must be taught by counselor educators so that our students will know the difference between approaches that facilitate their growth and development and appropriate and varied treatment methods for the diversity of counselees they will encounter out on the job. One could speculate that we have focused so much in our training models on the development of academic and personal growth processes that we have to some degree limited the effectiveness of our trainees with individuals who are not seeking those particular skills, and at the same time have failed to help them develop appropriate skills oriented toward the problems they will face when they go to work. It may be that counselor educators need to re-think their training procedures in terms of the relative emphases to be given to academic competence, personal growth and development, and specific skills needed by their trainees in order to effect change in others. Another alternative would be to quit

attempting to train all students with the same formula and approach training relative to the student's demonstrated competence and then terminate training when the student is done--but not until. This approach would entail the development of assessment techniques related to criteria of effectiveness that could be specifically defined.

One contribution that the humanistic counselor or psychologist can make to the counselor, no matter what setting he works in, is to remind him that "man does not live by bread alone" even though I must admit that he doesn't live very long without it. To my friends in the behavior modification movement, who are diligently working to develop methods of efficiently changing behavior and working out programs to develop new skills, I would like to share a caution. It may be that the people with whom they will work may well learn as much from the processes they are exposed to as they will learn from the actual program of the behavior modifier. How we facilitate change may tend to offset what we change in the long run in a negative manner. Let me illustrate what I mean by the potentially negative aspects of a process by telling a story. Two students who had just completed the English course required by their college were talking and the first one said, "Thank heavens that's over." The second student replied, "Yea, I'll never take another English course as long as I live." My own need for grammar and compostion has led me to believe that their responses are not based on the lack of relevance of the subject matter being discussed, but rather they are responding to the process to which they have been subjected.

Another contribution of the humanistic approach has to do with providing some balance to the current scientific movement prevalent

in psychological thought. The emphasis on behaviorism and its scientific support can become a real danger if extrapolated to its extreme. The cover on a recent journal depicting both a rat and a man performing the same conditioned response in order to obtain the desired reward with a caption that read "The Wasteland of Contemporary Psychology" pictorially illustrated this problem. A similar concern is expressed by Carkhuff and Berenson (1967) when they comment, "If it (behavior modification) is successful to the point of being the 'wave of the future' for therapists and social engineers, it will become the next major social problem of our times."

A comment made by Judge Oliver Wendell Holmes and restated by Joseph Wood Krutch (1970) expresses the parameter of this problem:

> ...science tells us a great deal about things that are (ultimately) not very important; philosophy a little bit about things which are extremely important.

Krutch goes on to reiterate an important point, "...science cannot make value judgements and therefore can tell us only what can be done, never what we ought to do." It is my hope that humanistic psychology can act as the philosophical conscience of psychology to the degree it needs to in order to offset any extreme position taken by overzealous scientific behaviorists--especially those who have the gall to refer to themselves as "operant bigots."

In summary, it has been my thesis that humanistic psychology has made little direct contibution to the real problems faced by employment counselors. In some ways the point of view may have contributed negatively to some of the training problems. Consequently other groups, the behaviorists being one which appears to provide more hope, have attempted to fill the void and meet the challenge. It is my hope that

humanistic psychology out of its idealism, and maybe its shame, and behaviorism out of the conceit of its hoped for success, do not polarize their positions and fail to take advantage of the contributions each can make to the other.

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EMPLOYMENT COUSELING: A BEHAVIORAL APPROACH TO ACTION

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EMPLOYMENT COUNSELING: A BEHAVIORAL APPROACH TO ACTION

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Unemployment, in an achievement oriented society, can be conceptualized as a form of unadaptive behavior. Past examination of similarly unadaptive social behavior has typically suggested four general antecedent conditions (Wolpe, 1969; Krumboltz, 1966). These include: poorly developed task goals (e.g., "I know what job I want); a state of fear or anxiety that suppresses an individual's coping responses (e.g., I don't want to fail); a behavioral or skill deficity that limits the individual's repertoire of potential responses (e.g., I don't know what they are asking of me); or a lack of incentives for altering current adaptions (e.g., "I make more on welfare than I could on a job.").

Applied behavioral scientist or behavior counselors have recently developed a variety of intervention strategies for altering these conditions and resultant unadaptive behaviors (Bandura, 1969: Krumboltz & Thoresen, 1969). The following discussion represents some descriptions of these tactics with possible adaptions for Employment Security (ES) counseling. These will focus on goal setting, counterconditioning, contingency management and consultation.

Goal Setting

Writers (Bijou, (1966) Brayfield, (1963) Hoopes, (1969) Krumboltz, (1966) have suggested the need to counsel with clients in a way that specifies a performance criterion wherein the behavior of the client and counselor is observed and assessed. In addition to this observation, they have alluded to the necessity of goal setting and structuring with the responsibility of such action on both the client and the counselor. With regard to goal setting, much has been written identifying the significant segments of that process (Lewin et al., 1944; Locke and Bryon 1966). Several contributing components to goal structuring have been identified.

--The level of aspiration of an individual is important. A personalized expectation rather than an objective expectation is more useful in reaching a goal. In other words, "How well do you expect to do?" becomes an important question.

--The initail skill of an individual, ability to learn a rule, and motivation are specific variables that contribute to successful goal accomplishment.

--The higher the level of intended achievement called for, the higher the level of performance. Hard goals beginning at a realistic point produce a higher performance than easy ones.

--Specific or quantitative goals lead to a higher performance level than do global goals.

--Finally, goal setting behavior is influenced by achievement motivation, altertness, self-confidence, desirability or outcome, and fear of failure.

In describing the actual goal structuring process the first step is to identify what specific behavior is to be changed. It is important that the client wants to set the goal and to change the behavior and that there is a possibility of accomplishing the goal. Such questions as, "What is the present behavior costing you?", "How important is the goal to you?" are relevant during the identification process. Next, the conditions under which the behavior is to occur ought to be identified. Questions like, "How will you know when you are performing the behavior or goal?", "What will get in the way of accomplishing the goal?", and "What will help you change?" can help specify conditons. Finally, in line with the goal accomplishment component, it is necessary to quantify or specify the minimum performance desired or accepted. Such questions as, "How many times a day will the behavior occur?", "To what degree is the goal to be reached?", "How can we chart out goal setting and reaching behavior?", and "How will you reward your goal accomplishment?" can assist in specifying minimum performance.

The characteristics of the Employment Security Office clientele illustrate the importance of goal-setting behavior. For example, if goal setting behavior is influenced in part by achievement motivation, self-confidence and fear of failure, it seems particularly critical that ES clients have an experience

that will contribute to a positive showing on those components rather than the accumulated negative showing in the past. If, as has been stated, that with the the culturally disadvantaged the setting or short term goals can lead to long term goals, the counselor must pay attention to the client's ability to set short term goals and reach them, as well as to the behavior change that will obtain employment for the client.

Suppose during a counseling session the counselor says, "What behavior is getting in the way of your holding down a job?" It is assumed the response is, "I can never get to work on time and stay the whole day on the job." The counselor may spend his time in setting up some short term goals. For example, have the client arrive at the Employment Security Office at 8 a.m. each day for a week and have him remain at the office during the day doing tasks that are important to both parties. For example, he may do tasks similar to what will be required of him at his new position. Each day the goal's accomplishment would be charted. The second week the client might begin at a regular job. Each subsequent morning when he arrived at work he would call and report to the Employment Security Office. Each evening before leaving his work he would call the ES Office or stop by and chart his progress. It would be important that he received rewards for daily promptness and endurance. If there were a breakdown, the client could see the counselor who would support the client's return to the schedule, noting what had interferred with the accomplishment of the goal and

determing what would be more effective rewards. The daily contact of goal reporting would be decreased with the ES Office and on-the-job rewards increased as the client continued with the desired behavior (see later discussion on contingency management). The setting of new goals with regard to the ongoing work situation could at that point be the focus of discussion with the ESO counselor.

Counterconditioning

It is often difficult for an ES counselor, secure in academic credentials and a history of job success, to truly empathize with the anxiety generated for a low-skill, low-success client when he becomes involved in job seeking and work activities. In addition to helping the counselee in establishing appropriate (and hopefully obtainable) goals, it is often the responsibility of the counselor to utilize techniques that allow the counselor to control counsellee fears related to work and/or provide experiences where interpersonal skills related to jobs can be developed.[1]

Behavioral counselors (Emery, 1969; Wolpe, 1969) have developed a variety of procedures for dealing with anxieties realted to various situations. These have proven to be, accoring to research and clinical report, superior to traditional "insight" counseling (Bandura, 1969; Emery, 1969: Paul, 1966).

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[1]The development of job skills of training is viewed as an important ancillary function that will not be discussed in this limited presentation.

One such procedure, now widely reported and utilized, is systematic desensitization (Wlpe, 1958; 1969). Here the counselor trains the counselee to systematically relax; they then develop a list of anxiety-provoking stituations in a graduated or heirarchy form; and finally these situations are suggested by the counselor and imagined by the counselee while the latter is in a relaxed state. Evidence (Paul, 1966) suggests that the relaxation, paired with the noxious image, generalizes to the actual situation and allows the individual to cope with the situation because of reduced anxiety. A number of applications for this procedure in employment counseling can be easily generated. For example, the counselee could be desensitized to his fears of: a job-seeking interview - or performing work tasks while being evaluated - or his supervisor - or any number of the work-related social situations.

If the job seeker is not so incapacitated by his fears that he can approach the job situation, or if his fears are the result of social skill limitations, the counselor may wish to utilize another counterconditioning procedure, that of assertive training (Wolpe, 1969; Wolpe & Lazarus, 1966).

Assertive behavior, in this context, refers to adaptive, socially aggressive behavior that helps the individual cope with interpersonal situations. Seeking employment or succeeding at work represents situations where an individual must "assert" himself if he is to cope effectively. Assertive training was developed to enhance these skills, and in the process, by eliciting inhibited or new responses, countercondition the

anxiety attached to that situation. Gnerally the tactics utilized in this approach are behavioral rehearsal or modeling.

To exempligy this technique, a counselee who has difficulty with a job-seeking interview will be considered for illustration (Prazak, 1969). A series of possible steps or "successive approximations" towards succeeding in this situation will be considered. As a first step, the counselor, with a cohort playing the interviewer, could "model" a job seeker, while the counselee could vicariously participate in the situation by observing. The counselor might then assume the role of interviewer with the counselee behaviorally or role-playing how he would act in the situation. Counselor or mechanical feedback (e.g., video-tape) would further enhance the skills by indicating appropriate or deficient behaviors. A variant of this procedure that is often helpful is "role reversal," with the counselee playing the interviewer. A further successive approximation may be the counselee seeking employment at a firm, where he did not want a job, simply "for practice." As the counselee more closely approaches the real life situation he experiences what has been labelled, "in vivo desensitization." That is, his emerging skills desensitize his anxiety in "real life." Another desensitization approach is called "contact desensitization," (Ritter, 1969) where in the last stages the counselor may accompany the counselee in the real life situations in hopes of adding support and further inhibiting his anxiety. As has been stated, sitting as a desk and reflectively "um-humming" is not an

acceptable role for the behavioral counselor.

Contingency Management

While goal setting and anxiety reduction are two tactics for fostering adaptive counselee behaviors, additional procedures must be instigated to assure that any emergent coping behaviors that occur become habitual. The ability of the counselor to bring under his control the rewarding consequences or "contingencies" that relate to the counselee's behavior may be a significant key for doing this.

Most counselors are aware of the fact that positive reinforcement increases behavior which precedes it and withdrawal of this reinforcement or negative contingencies tends to extinguish or eliminate preceding behavior (Reese, 1966). Insight counselors have utilized this principle to alter verbal behavior with social reinforcers (e.g., the work "good" or a head nod) (Greenspoon, 1955). Despite this knowledge, and the variety of ES programs that contain potential reward systems (e.g., WIN, MDTA), ES counselors have not been very creative in utilizing contingencies to manage appropriate counselee behavior.

A possible application may be to approach an employer and ask for control of salary funds for a consenting counselee for the initial work period. These funds could then be utilized to establish a reinforcement "menu" that is individually tailored for the client. In some cases, this menu would include only the salary; however, in others it may be the things that money purchases (e.g., sports equipment, movie tickets, clothing coupons) and in some cases it may not be economically based

(e.g., a point system for promotion, or a piece work system for coffee breaks). Using these individualized rewards, the counselor could "shape" appropriate job retention behaviors that would eventually come under the control of natural contingencies. Again, the counselor is althering his own role demands from passive to active.

Counsultation

Another way of looking at behavioral modification in employment counseling is suggested by Blocher (1966). He stressed the need for counselors not only to change the behaviors of individuals but to be sensitive to ways of changing the collective behaviors of the social system (in this case, both the ESO office and the client's anticipated employment). In other words, the counselor needs to know what influences particular social systems and how he can intervene or how he can teach his client to intervene.

The requirements of the counselor in this situation demand that he have specialized knowledge concerning social system intervention, such as dealing with small decision-making groups, interpreting policy as to psychological implications, or expanding present limits of employer-employee job descriptions and structures. The ES counselor needs to be able to facilitate change both in the external (prospective employer office) and the internal (ES Office) system.

External System.

Assuming that the goal of the ESO counselor is to facilitate the optiumum working situation for his client, both from the point

of view of the employer and employee, the counselor needs to look at how the employer system can be changed in order to accomplish that goal. The change may not be necessarily for the benefit of the employer's system and all employees, but for the benefit of the system with regard to the individual client.

As an illustration of that point, let's take the case of the prospective Mexican-American employee whose problem may be two-fold: One, in an all-white setting he may find himself isolated and without much cultural support in his job. Two, he may also find himself in a situation where the pay periods are probably once or twice a month, thus not providing him with immediate reward for his effort. In such a situation as this, it may be that the ES counselor (or interviewer) may have to negotiate with the employer in such a way as to hire two Mexican-Americans at one time instead or hiring them on an individual basis. Thus, the counselor needs to know how to intervene in a situation that is outside the present limits of the employer structure. The counselor assumes negotiation responsibility as part of his job and does not necessarily require the Mexican-American to have skills necessary to intervene for his own welfare. In the same case, it might be important for the employee initially to receive his pay check each day in order to receive an immediate reward for his labors or for the accomplishing of his daily goal: to remain on the job. As on-the-job satisfaction was obtained, then the pay checks could move to every other day to once a week to bi-monthly until the client

reached the pay standard of the rest of the firm. The critical point: What skills are necessary for a counselor to initiate that kind of change in an employer's structure where payrolls (or reward systems) are systematically produced for the entire firm by computers?

Internal System.

Some of the same skills are required of the counselor in his own agency structure as are required in the external system. He needs to know the system very well, what needs to be changed within that system, and how that change can take place. This would mean that the counselor sees himself not only as a one-to-one counselor but as an agent of behavioral change within his system. He needs to know the principles of observation and be able to verify those obervations. He needs to know the communication patterns; what is communicated and how. He may discover through his observations that it would be more effective:

--to have the interviewer meet clients in a group to determine what their needs are prior to seeing a counselor.

--to have a counselor assigned to individual employers within the city and act as counselor for the particular clients that would be connected with that employer.

--to hire seven counselors and one behavioral researcher to study the effectiveness of the operation instead of hiring eight counselors.

--to change the structure of the counseling personnel to have teams of counselors: one team to assess the needs

of the counseling population, one team to program more effective treatments for their population, and one team to evaluate programming.

--to have the staff sign behavioral contracts with regard to their own functioning in the office.

--to provide in-service staff training dealing with behavioral techniques.

It is then being proposed that the ES counselor become an active interviewer, seeking to alter specfied individual or group behaviors that enhance the agency goal of getting jobs for the unemployed. All these are ideas - - - in an attempt to allow Employment Counseling: Wither Thou Goest? to respond "Where the Action is!"

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